DOCUMENT RESUME

ED 235 868 JC 830 498

TITLE "START": A Computer-Assisted Management Model for Student Testing, Advisement Retention, Tracking.
INSTITUTION Prince George's Community Coll., Largo, MD. Dept. of Human Development.
PUB DATE May 83
NOTE 68p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Advising; Community Colleges; *Computer Oriented Programs; *Educational Counseling; Graduation Requirements; *Information Dissemination; *Management Information Systems; Two Year Colleges

ABSTRACT

The computer-assisted management model described in this manual was implemented by the Counseling and Human Development Department at Prince George's Community College for the purposes of Student Testing, Advisement, Retention, and Tracking (START). As introductory material notes, START is an integrated computerized system which tracks student progress through various stages of college attendance. Beginning with initial, pre-admissions advisement, START manages student contact through computer-generated letters informing students of outstanding credentials, registration procedures, important dates, and unmet degree requirements. Following the introductory remarks on the functions and development of START, a preamble and working statement are presented, defining the philosophy of the Human Development Department and its testing and advising philosophy. Goals and objectives for the testing and advisement program are then delineated for concurrent enrollment, matriculating first-time, international, matriculating readmit/transfer, and non-matriculating students. Samples of letters sent to students regarding probation, testing, and counseling are followed by an overview of START's development. Flow charts showing the modules for the START program and the Student Information Services system, letters detailing student progress, and a list of computerized student mailings and their cost conclude the manual. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235868

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. F. Busky

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"START"

A COMPUTER-ASSISTED MANAGEMENT MODEL FOR

Student Testing Advisement Retention Tracking

Prince George's Community College

DEPARTMENT OF HUMAN DEVELOPMENT

JC 830498

25 years of Quality Education

PRINCE GEORGE'S COMMUNITY COLLEGE

BOARD OF TRUSTEES
1982-1983

Mr. Thomas S. Gwynn, Jr., *Chairman*
Mr. Edward A. Clement, *Vice Chairman*
Mr. John R. Bailer
Mrs. Clare M. Ferguson
Mrs. Maria Gagliardo
Mr. Benjamin P. Goldfaden
Mr. James A. Russ
Ms. Mary Ellen Ramplin, *Student Member*

President
Dr. Robert I. Bickford

May, 1983

Acknowledgment

The Office of Computer Sciences at Prince George's Community College richly deserves the credit for making "START" a successful service package. The benefits deriving from "START", both from an institutional and student perspective, could not have been realized without the talented efforts of the Computer Sciences' staff.

Dr. Tommy Schwartz, Director of Computer Sciences, provided the leadership, professional advice and guidance during the many hours required for "START" planning. Jane Pickell, the Systems and Programming Supervisor, efficiently and skillfully organized the considerable effort of the Computer Sciences' team. Jim Wright, on whose shoulders fell the substantial task of program writing and testing, provided a champion contribution to the project's success. And Jim Butler, whose technical knowledge and experience were critical to "START's" implementation, readily lent his support whenever required.

To the entire Computer Sciences Office staff, a sincere note of gratitude is extended for their continued support on the "START" project.

TABLE OF CONTENTS

"START"

	pg. no.
INTRODUCTION	1 - 4
PHILOSOPHY	5a - 5b
GOALS & OBJECTIVES	6a - 6d
LETTERS	7a - 7f
NOTES ON DEVELOPMENT	8a - 8d
FLOW CHARTS (START)	9a - 9j
FLOW CHARTS (STUDENT INFORMATION SYSTEMS)	10a - 10f
TRANSCRIPT LETTERS	11a - 11c
MONTHLY REPORT	12
COUNSELING MENU	13
EXTENSION CENTER LETTER REGARDING CGP	14
EXTENSION CENTER NEWSLETTER	15
CGP GROUP DESCRIPTION	16a - 16f
SPEED-MAILER LISTING	17
COST	18a - 18e
SUMMARY	19

INTRODUCTION

The automation of Student Affairs' services at Prince George's Community College is an established accomplishment which has been several years in the making. Considerable effort and resources were invested to assist each Student Affairs Department realize the cost-saving benefits which accrue through reliance on the speed and efficiency which creative computerization provides. The key elements of each Department's relationship to the on-line process has since been refined to the extent that more sophisticated application utilizing integrated data-based systems is now being planned. A comprehensive concept being implemented for the Counseling and Human Development Office is "START", an acronym referring to the process of Student Testing, Advisement, Retention and Tracking.

"START" began as an ambitious concept born out of the need and desire to serve the PGCC student population more effectively and efficiently. The tremendous potential afforded by a centralized student data bank inspired the "START" idea, which has as its fundamental premise an integrated, computerized system which tracks progress through various stages of the student's relationship with the College. Beginning with the initial, pre-admissions advisement, "START" can manage with considerable ease and efficiency student contact and information-giving, the substance of which relates to various outstanding educational credentials, registration prerequisites, important dates and unmet degree requirements. By integrating the various systems used by each Student Affairs Department, the central computer - utilizing "START" programming and scheduling - relieves each office from much of the more cumbersome and time-consuming tasks required in keeping students in touch with their educational objectives and responsibilities.

Because of its comprehensiveness, "START's" design necessarily relied upon the contributions and efforts of numerous professionals, technicians and support staff personnel. In the initial stages, before "START" as a system had even been contemplated, the Associate Dean of Human Development formed a working committee of staff personnel who were knowledgeable in the various fields of service provided by the Human Development Office. The task assigned to the committee at the first meeting was a simple though important one; establish a "wish list" of services, however, impractical or far-fetched they might seem, which the magic of the computer could feasibly perform in assisting each of the service areas. The "wish list" which was adopted at the first working meeting

was later to become the focus of discussion from which "START" began to emerge.

Two subsequent meetings of the Human Development committee were held, the product of which resulted in a reshaping of the Department's philosophy to reflect a more consumer-oriented spirit. Since it had become clear from "wish list" thinking that the student population, given its predominantly part-time and intermittent status, could better be served by an automated tracking system through which regular and periodic contact could be made, the traditional approach to student intervention had to give way to the new reality. The Department's rewritten philosophy attempted to accommodate that change.

In the meantime, the Associate Dean of Human Development initiated a series of meetings with the College's Computer Science Services Office to investigate the possibilities which were presented by the Committee's "wish list". These discussions were long and tedious, primarily because of the difficulty encountered in trying to articulate in language understandable by both sides what the user intentions of the proposed new services were. From these initial meetings came requests by the Computer Sciences Services Office for flow charts which would graphically represent the accomplishments which were being sought by each request, as well as a list of goals and objectives which would serve as a flexible time-table for eventual service implementation.

The flow chart preparation proved a useful device for bridging the language gap in future meetings. The general descriptions of user requirements versus the technical detail of program application gave way to a collage of geometric shapes and symbols interconnected by a maze of arrows and dotted lines. While confusing at first glance, the flow charts brought to focus the interrelationships between the several service areas which had heretofore acted independently with respect to the services "START" could provide. Through the gifted eyes of the Program Analysts, however, the various components of "wish list" thinking began to merge into a "do-able" integrated system.

Four flow charts were originally prepared, each one demonstrating the registration paths followed by the four main categories of students who, by requirement or otherwise, could benefit from one or all of the Human Development

services. The categories of students so identified included New Matriculating and Concurrent Enrollment students, Foreign or International students, Transfer and Readmitting students, and Non-Matriculating or Special students. The flow charts graphically portrayed the preferred sequence of steps desired of each student in the registration process. The common deviations from the preferred sequence were also portrayed, with students missing a particular service identified as a target population.

Part of the task assigned to "START" was to manage communication with the target populations. Since this was to be handled by computer-generated direct mailers, brief and understandable letters needed to be developed. A series of letters were written, edited and modified to accommodate the space limitations of the computer file. As a final step in the editing process, copies of the letter were distributed to students enrolled in one of the College's Developmental Reading courses. Passing the clarity demands of this last test, the letters were released for storage in the computer's memory.

The Associate Dean of Human Development continued to meet approximately every two weeks with the Computer Science Services Office. These meetings resulted in several changes, additions and modifications to the "START" concept. Scheduling requirements were agreed upon, and serious questions on cost-effectiveness continued to be discussed. A useful by-product of these frequent meetings was to further orient the participants towards systems-planning, which required discussions of long-term budget considerations and availability of future equipment capability. It was decided that instead of working piece-meal towards service implementation, it would be more practical to present "START" as a total service package.

The goals and objectives were rewritten to extend service through the entire academic year. The target populations which were originally identified in the registration flow charts were enlarged to include all continuing students, as well as prospective students not yet part of the College's admissions file. More letters were written, edited, clarified and added to the memory bank, and a mailing schedule was decided upon which would have the effect of insuring that each student - regardless of status - would be contacted at least twice a year

with updated academic information. Providing students did not let their registration lapse for more than 6 months, "START" was to insure that each student would be kept part of the tracking system.

As finally written, "START" emerged as a sophisticated manager of essential academic information which can electronically reach its service recipients at important, pre-determined intervals. Its character is one which blends unassumingly a professional concern for student progress with a manager's strategy for service marketing. While future developments and/or requirements may change the tactics with which "START" will be applied, its essential features will continue to be relied upon. Those features, graphically presented, appear in the following pages.

Philosophy of the Human Development Department

PREAMBLE

The diversity of needs, interests and abilities of prospective collegians is nowhere more evident than in the student mix at a burgeoning public community college. This very diversity demands a responsiveness to the uniqueness of each student on the part of an educational institution which professes to be "Everyman's College."

The Human Development Department is committed to utilizing its resources towards providing an environment which promotes and protects this uniqueness. This requires a recognition that its manpower, facilities, efforts and focus be community-based; that such resources be readily accessible to all citizens in their quest for personal enrichment; and that accessibility is best accomplished by structuring its methodology with a view towards visibility, openness and community contact.

By tailoring its efforts to accommodate and meet the needs of the community, the Human Development Department seeks to tap and act positively upon the inner strength of each community member and build upon the uniqueness which each possesses.

WORKING STATEMENT

The premise basic to the Human Development Department philosophy is that all persons have worth and dignity, an urge towards self-actualization and the basic right to access resources which facilitate the achievement of their maximum potential.

Three closely related but organizationally separate areas under the aegis of Human Development are Health Services, Counseling and Testing.

The philosophy of Health Services derives from a holistic view of mankind

in that the Health Services Program strives to promote the optimal health (the total well-being of an individual - physical, mental, and social) of all members of the College Community via the creation of a milieu which is conducive to healthful and safe functioning. Health Services are viewed as an integral part of a student's educational experience with shared emphasis upon both personal and community health.

Counseling shares with Health Services the holistic view of mankind. As a key function of the Human Development Department, counseling involves the process of accepting students where they are, developmentally, at the moment; helping them become aware of their real potential, providing them with assistance in bridging the gap from where they are to where they need to be; helping them to identify and eliminate the barriers that hamper and restrict their growth; and providing experiences that foster positive growth and development.

Counseling assists the individual in making, and learning to make, choices utilizing self-understanding and knowledge gained from past experience. Central to the choice-making process is the provision of appropriate learning experiences. Reliable and valid assessment provides such a learning experience and permits an objective, clear basis from which choices and decisions can be made.

Testing seeks to establish itself as the working tier of a methodology which aims ultimately towards self-actualization of the individual, a process which requires self-understanding and examination at critical periods during the educational process. Testing provides a structured mechanism for the individual to "take stock", to identify strengths and weaknesses, and to use this information in conjunction with the guidance and advisement of the Counseling Staff in making realistic choices and decisions.

From this focus on individual development and the provision of appropriate learning experiences to foster same, the following outcomes reasonably can be expected:

1. the creation of a learning milieu in which a student feels free to challenge himself and his environment, take risks and experience unknowns;

2. the promotion of a self-identity based on the qualities of flexibility, creativity, openness to experience and responsibility;

3. impetus for individual movement away from facades and external evaluations and motivations and towards a greater awareness of and dependence upon the internal self as the source of motivation and evaluation.

TESTING & ADVISEMENT PHILOSOPHY

The institutional role in the educational process entails a responsibility to provide students with an appropriate forum in which to voice goals and objectives, to contemplate the consequences of future action, and to engage in self-evaluation and discovery. The Human Development Department's Counseling Center represents just such a forum, with particular emphasis given to the Testing and Advisement functions of the Department.

Testing and Advisement philosophy advocates the qualified proposition that the student is vested with the primary responsibility for making the decisions which will affect or facilitate personal growth and self-management. It recognizes, however, that productive choice cannot be made void of accurate information, realistic assessment and competent, professional assistance. In addition, since the educational process is entrusted with the task of "leading forth", personal growth and self-management are shared goals of both the institution and the student. Given these mutual goals, both the institution and the student may participate in the decision-making process, with the institution having responsibility to intervene directly where circumstances require.

The objective of Testing and Advisement is to insure compatability of student goals and abilities with the demands, requirements and challenges of the wide range of programs available at the institution. To accomplish this objective requires proper assessment of student achievement and abilities at critical stages during the educational process. Following assessment, accurate information-giving and realistic placement should follow, recognizing that broad deference should be given to the student whose personal growth and self-management is properly promoted by encouraging initiative, involvement and responsibility for further progress.

The Testing and Advisement model is primarily a consultative one, structured by the "open door" in such a way as to meet the student at his level of development. By utilizing an array of services and structured methodologies which foster student participation, investment and critical thinking at the early stages of student involvement, the model attempts to educate the student to the primary

means by which self-direction can be achieved. Through the information gained by the initial assessment process, and through the decision-making exercises and placement which follows, the model attempts to create the dynamics through which continued utilization and reliance on the consultative approach can be accomplished. This model also admits that the appropriate educator is always available for consultation, that he may intervene directly to facilitate student growth, and that he may consult in turn with other educators who have responsibility for making available the necessary physical, social and intellectual resources for the student's growth.

Testing and Advisement then - both philosophically and structurally - is a process which is part of the Counseling forum in which total student growth is promoted and protected. By utilizing its services and methodologies as part of the overall learning process, it attempts to be the working center for student advice, comfort and discovery.

GOALS AND OBJECTIVES

I. Concurrent enrollment students and matriculating new students

A. Goals

1. to have every concurrent enrollment student and matriculating new student who submits an application for admission to the College take the CGP Test.

2. to have every concurrent enrollment student and matriculating new student who submits an application for admission to the College and takes the CGP Test receive counseling or advisement.

3. to have the testing/advisement procedure more fully automated by instituting a microprocessor that would convert raw score to standard score and in turn tied to a high-speed printer and would be interfaced with the main admissions file.

B. Objectives

1. have the computer generate a letter at three, ten and sixteen weeks into the semester to be sent to all students who submitted an application but have not taken the CGP.

2. have the computer generate a letter at three, ten and sixteen weeks into the semester to be sent to all students that have taken the CGP but bypassed counseling or advisement.

3. implement a completely automated test scoring system utilizing op-scan readers which are compatible with a microprocessor which in turn is tied to a high-speed printer. The microprocessor will have the capability to convert raw scores to standard scores then, through a modern hookup to

the mainframe, test score data is updated to the student's admissions file.

II. International students (F-1)

A. Goals

1. to have <u>every</u> international student who applies for admission to the College take the placement test (Michigan Test).

2. to advise and place <u>every</u> international student who takes the Michigan Test.

3. have the computer capability to score and record the score in the memory of the admissions file.

B. Objectives

1. have the computer generate an alpha list of all international students who submitted an application but did not take the Michigan Test. This should be done twice a semester at three and ten weeks into the semester.

2. have the computer generate an alpha list of all international students who took the Michigan Test but bypassed counseling or advisement. This should be done twice each semester at three weeks and at ten weeks.

3. create a test score data bank which contains data-entry records of all test scores for each student, including Michigan Test scores. Adapt microprocessor to op-scan reader to score, update and print Michigan Test scores.

III. Matriculating Readmit/Transfer students

A. Goals

1. to have all Readmit/Transfer students who submit an application take the CGP Test.

2. to have all Readmit/Transfer students who take the CGP Test be advised.

B. Objectives

1. to have the computer generate a letter to all Readmit/Transfer students who submitted an application but did not take the CGP Test. This should be done twice each semester at three weeks and at ten weeks.

2. to have the computer generate a letter to all Readmit/Transfer students who took the CGP Test but did not receive counseling. This should be done twice each semester at three weeks and at ten weeks.

IV. Non-matriculating students

A. Goals

1. to have this student population counseled and/or advised when needed.

2. to have this student population tested with the appropriate test when the CGP course prerequisite dictates to do so.

B. Objectives

1. to have the computer generate an alpha list at three weeks

and at ten weeks into the semester of all matriculating students who have submitted an application but have bypassed counseling.

2. to have testing accessible to the non-matriculating student upon request from either a counselor/advisor or a professor.

V. Prospective Admissions File

A. Goals

1. Create a prospective admissions file with 35,000 name capacity to be used as a pool for automated community contact.

2. Create a "prospective applicant form" for use in Admissions Office and in Counseling pre-admissions interviews.

PROBATION LETTER

DATE _____

Dear Student:

You have been placed on academic probation. Is it serious? Yes. Are you done for? Of course not. There are many options available to raise your grade point average and keep you in school. However, you must take the first step. Please call 322-0151 (Health Tech. number 322-0838).

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

TESTING REQUIREMENT LETTER

DATE _____

Dear Student:

Before registration for next semester you need to take the CGP test. Our records show you have not yet taken this test.

Please call 322-0150 in order to obtain test scheduling information. Thank you.

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

COUNSELING NO-SHOW LETTER

DATE _____

Dear Student:

Having completed the CGP Test, you are invited to talk with a counselor for CGP Test score review and advisement.

Please call 322-0151 (322-0838 for Health Tech. programs) to schedule an interview with a counselor.

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

PROBATION FOLLOW-UP LETTER

DATE _____

Dear Student:

As a follow-up to our last letter, we encourage you to take advantage of our academic probation counseling services. It should only take a few minutes of your time, but it will be time well spent. You are an important part of the PGCC student body. Please call 322-0151 (Health Tech. number is 322-0838).

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

COUNSELING NO-SHOW FOLLOW-UP LETTER

DATE _____

Dear Student:

Our invitation to review your CGP test results continues to be extended. Individual, professional advisement will be provided.

Please call 322-0151 (322-0838 for Health Tech. programs) to schedule an interview with a counselor.

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

TESTING FOLLOW-UP LETTER

DATE _____

Dear Student:

As a matriculating PGCC student, your CGP Placement Test requirement remains outstanding (see college catalog, "Admissions Procedures").

To satisfy this requirement, please call 322-0151 to obtain CGP Test scheduling information. Thank you.

Sincerely,

Dr. Henry F. Busky
Associate Dean of
Human Development

Development Notes for START, Student Testing, Advisement, Retention and Tracking

I. Human Development user meeting - 10/19/82

A. Dr. Busky presents 3 letters.

1. Probation letter.
2. Students who have not taken CGP.
3. Students who were tested but did not come in for follow-up advisement.

B. General discussion of such a system.

1. Need cost of mailers.
2. Flow chart of system.
3. 4th letter advising when registration begins and curriculum requirements.

   a. two weeks prior to registration
   b. include modified transcript

4. Need a name - tracking system for advisement, perhaps.
5. Dr. Busky will define objectives.
6. Dr. Schwartz would like to begin implementation as soon as possible.
7. Dr. Busky will check with other departments to avoid duplication and coordinate development.
8. Mr. Wright will develop for five classifications of students.

   a. new - concurrent
   b. readmit - transfer
   c. F1 - international
   d. non-matriculating

II. Human Development user meeting - 10/28/82

A. Further discussion of meetings to students.

1. A longer letter was discussed per packets from Miami Dade and Howard University.

   a. requires manpower to stuff envelopes as opposed to computer generation of speed mailers.
   b. idea discarded as not cost effective and not necessary.

2. Letter to be sent at 3rd week, 8th week and end of semester.

3. Agreed to use speed mailers for testing, counseling no shows, and probation.

   a. Mr. Wright will begin programming
   b. speed mailers are computer generated, after printing and decollation they are ready to mail.

B. Discussion of other aspects of the system -

1. Dr. Busky is finishing a flow chart of the system.
2. Dr. Busky is developing a philosophy, and goals and objectives of the system.
3. Mr. Wright will develop cost estimates for implementation of system.
4. Dr. Busky and Dr. Schwartz have discussed a letter to advise students where they stand in regard to finishing their curriculum.
5. Dr. Busky will get input from the various Deans or their representative concerning design of system.

III. Human Development user meeting - 11-04-82 -

A. CGP test and pre-requisites -

1. Student can be admitted without CGP.
2. School is starting to implement pre-requisites including CGP test for some courses.
3. System has built in flag for CGP scores.
4. Pre-requisites will be handled course by course - CGP considered a pre-requisite in this case.
5. Pre-registration allows student to register for a course before successfully completing pre-requisite.

B. General discussion advisement tracking -

1. Dr. Busky will add prospective student tracking to flow chart.
2. Need to identify and contact untested students.
3. Dr. Schwartz suggests tracking students back 6 months and forward 6 months.
4. Contact untested students at 3rd week, again 8th week. There should be fewer untested.
5. We will create a flag for probation advisement.

IV. Human Development user meeting - 11-17-82 -

A. Special problems in system -

1. Transfer credits are in computer system only as numbers not as courses replaced. This hinders accuracy of transcripts.
2. Readmit students' data is reloaded to active files when student is readmitted.
3. Dr. Busky needs to name system.
4. Drafts of the letters will be sent to developmental reading to see if they are understandable to poor readers.

B. Equipment and flow chart for system -

1. Would like to develop a prospective student file of 35,000 names.
   a. SSN
   b. name
   c. address
   d. Interests
   e. where contact was made
2. Information above will be from a short questionnaire.
3. Use word processor to handle prospective students. Periodic letters would be generated to encourage enrollment.
4. Dr. Busky would like some type of micro-processor to read opscan forms for CGP, convert to standard score, update student's record on main system.
5. Dr. Schwartz advised Dr. Busky that such a set up was in the future, the current system will have to do.

V. Human Development user meeting - 11-29-82 -

A. Letters for advisement tracking -

1. Probation letter will run at the end of the semester.
2. Other letters will begin the third week of spring semester.
3. Curriculum progress letter is quite involved, target date is mid-March.

B. General discussion advisement tracking -

1. System is to be called S.T.A.R.T. - student testing advisement retention and tracking.
2. Considered prospective student file on main system. Decided to stay with word processor.
3. Discussed various ways of handling transfer data. No decision.
4. Dr. Weaver will handle prospective students.
5. Ace file will be changed by Mr. Butler to allow a probation advisement flag.

VI. Human Development user meeting - 12-09-82 -

A. Speed mailers -

1. Mr. Wright showed a sample of the mailer.
2. Will no longer need labels for students on probation as mailer will handle.

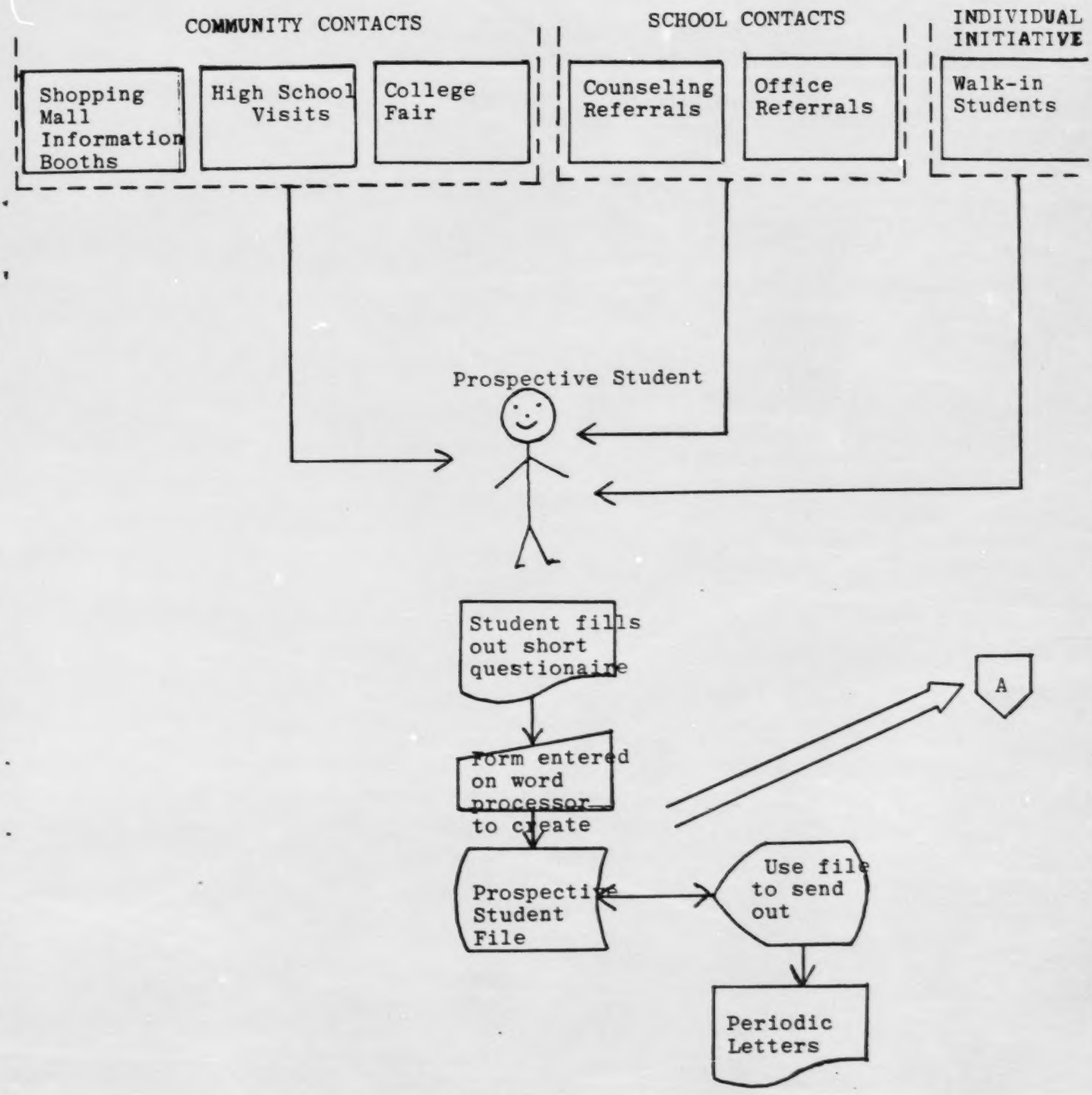
B. Curriculum letter -

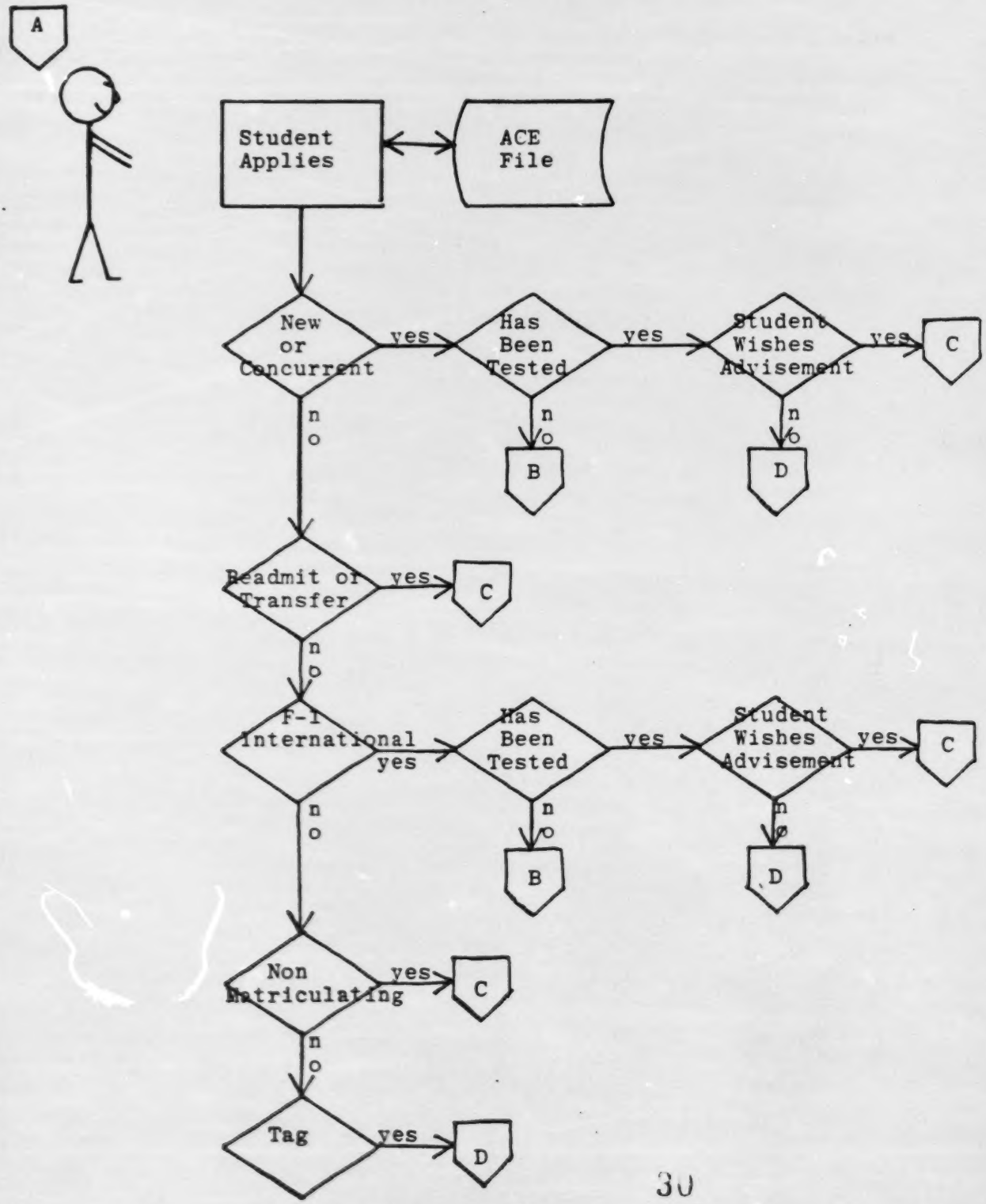
1. Mr. Wright is developing transcript and curriculum processing for curriculum progress letter.
2. Letter will print on narrow paper and will have to be stuffed into envelopes.

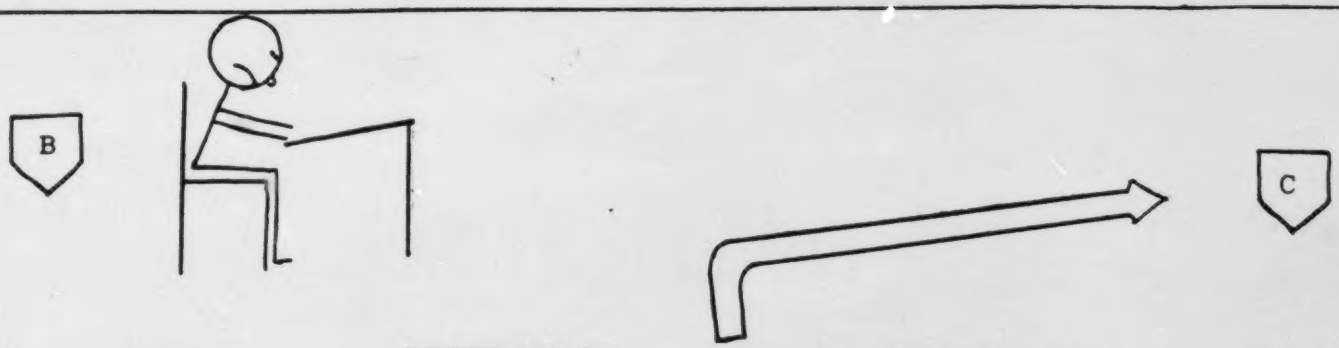
C. General discussion START -

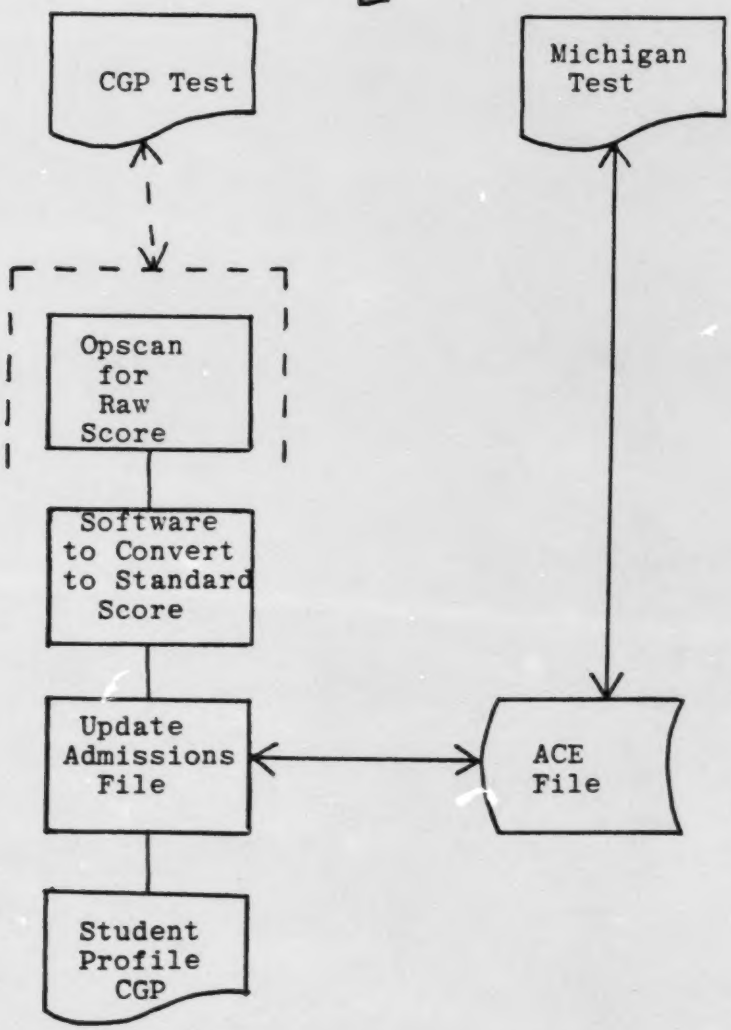
1. Dr. Busky has designed a cover for the package.
2. Dr. Busky has schedule through 1985 for Board approval.
3. We will send list of no CGP test to John Ash prior to letters for update and audit.
4. Probation letter will run with grades.
5. Dr. Busky would like to develop a presentation packet.

MODULE 1
Recruitment or Word Processing Module

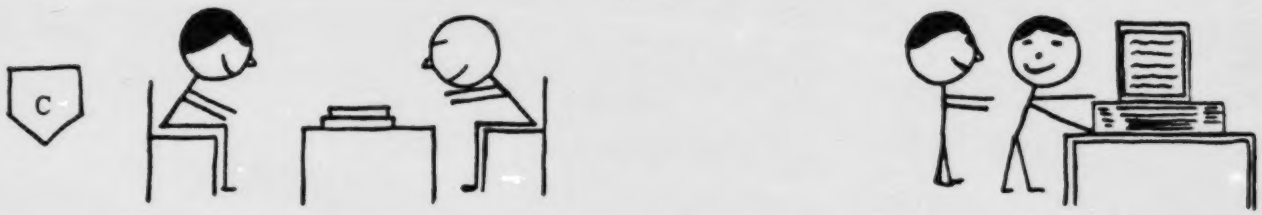


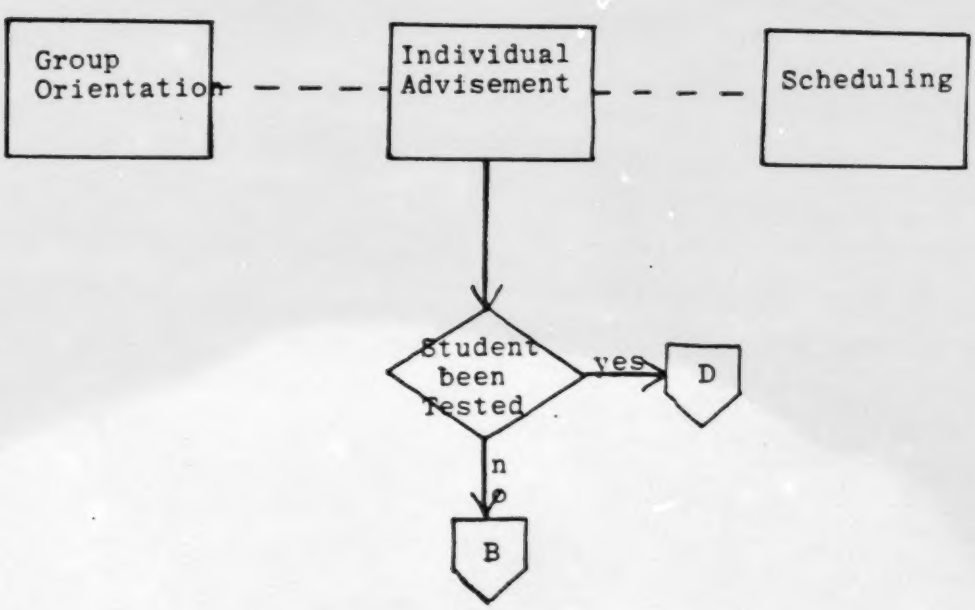

A
Student Applies
ACE File
New or Concurrent
yes
Has Been Tested
yes
Student Wishes Advisement
yes
C
no
B
no
D
no
Readmit or Transfer
yes
C
no
F-1 International
yes
Has Been Tested
yes
Student Wishes Advisement
yes
C
no
B
no
D
no
Non Matriculating
yes
C
no
Tag
yes
D


B
C

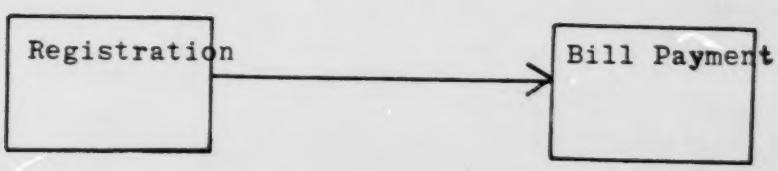

CGP Test
Michigan Test
Opscan for Raw Score
Software to Convert to Standard Score
Update Admissions File
ACE File
Student Profile CGP

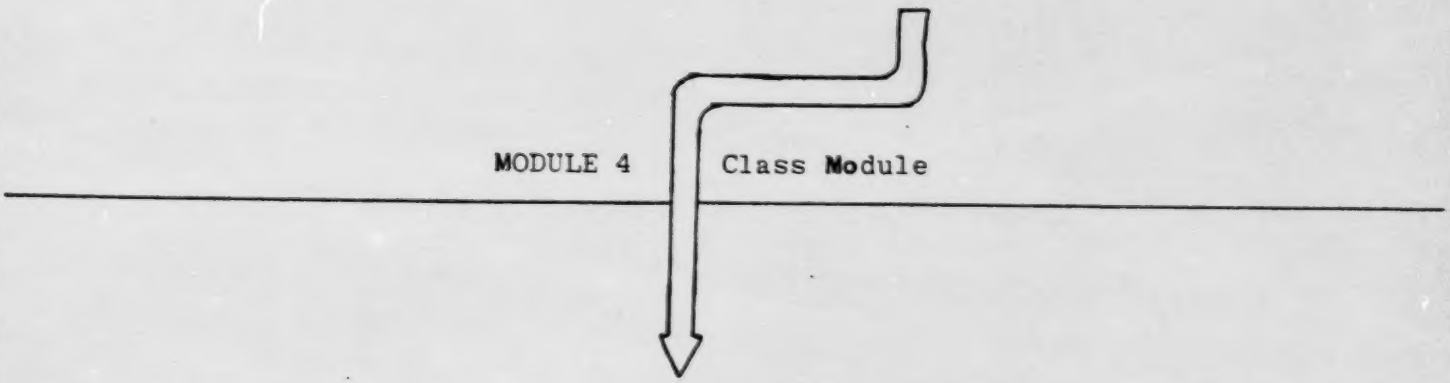
MODULE 2
Counseling

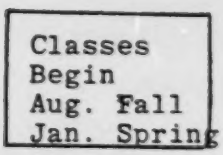


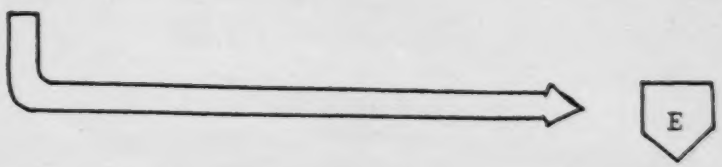


MODULE 3
Registration and Bill Payment

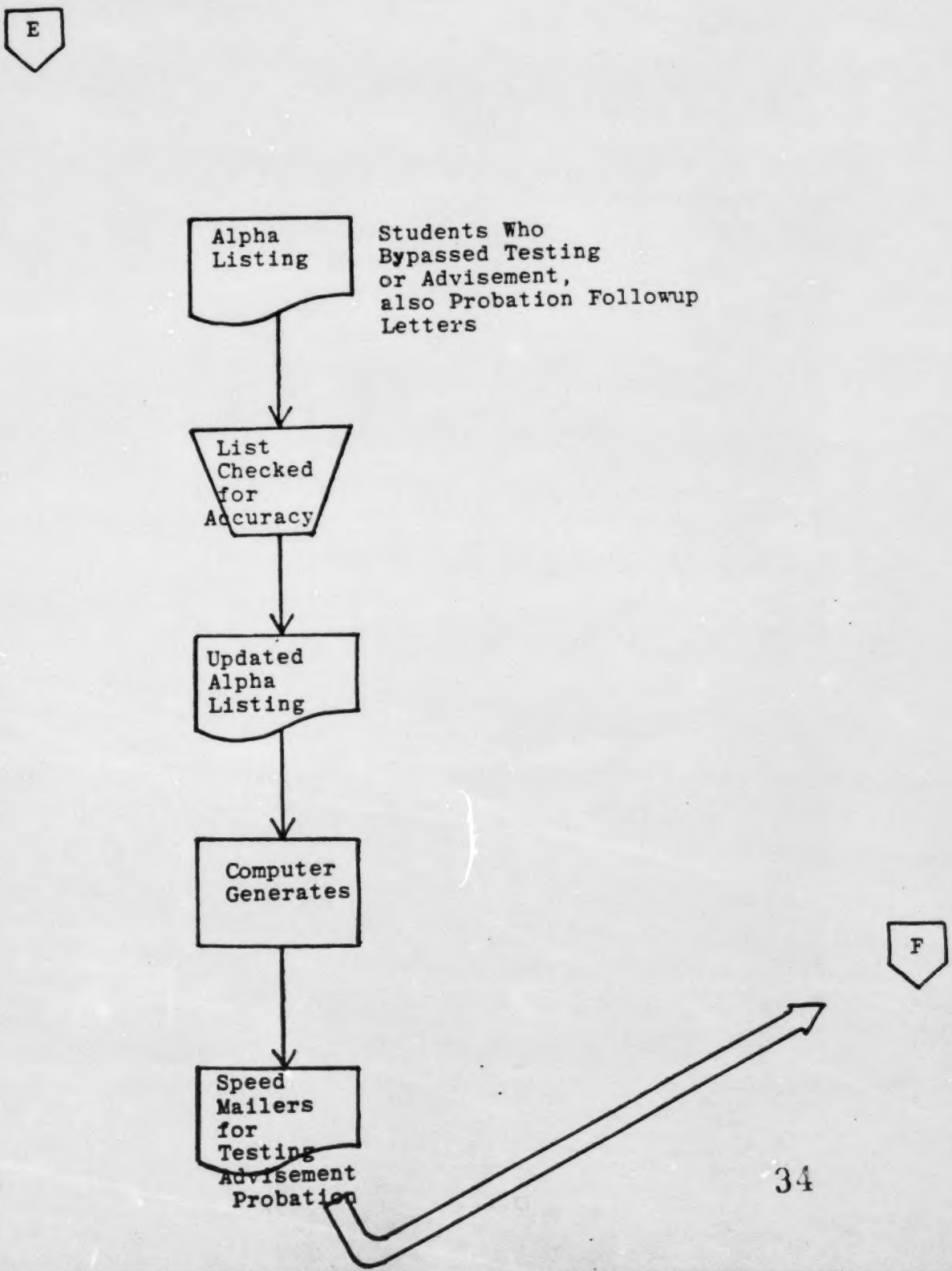




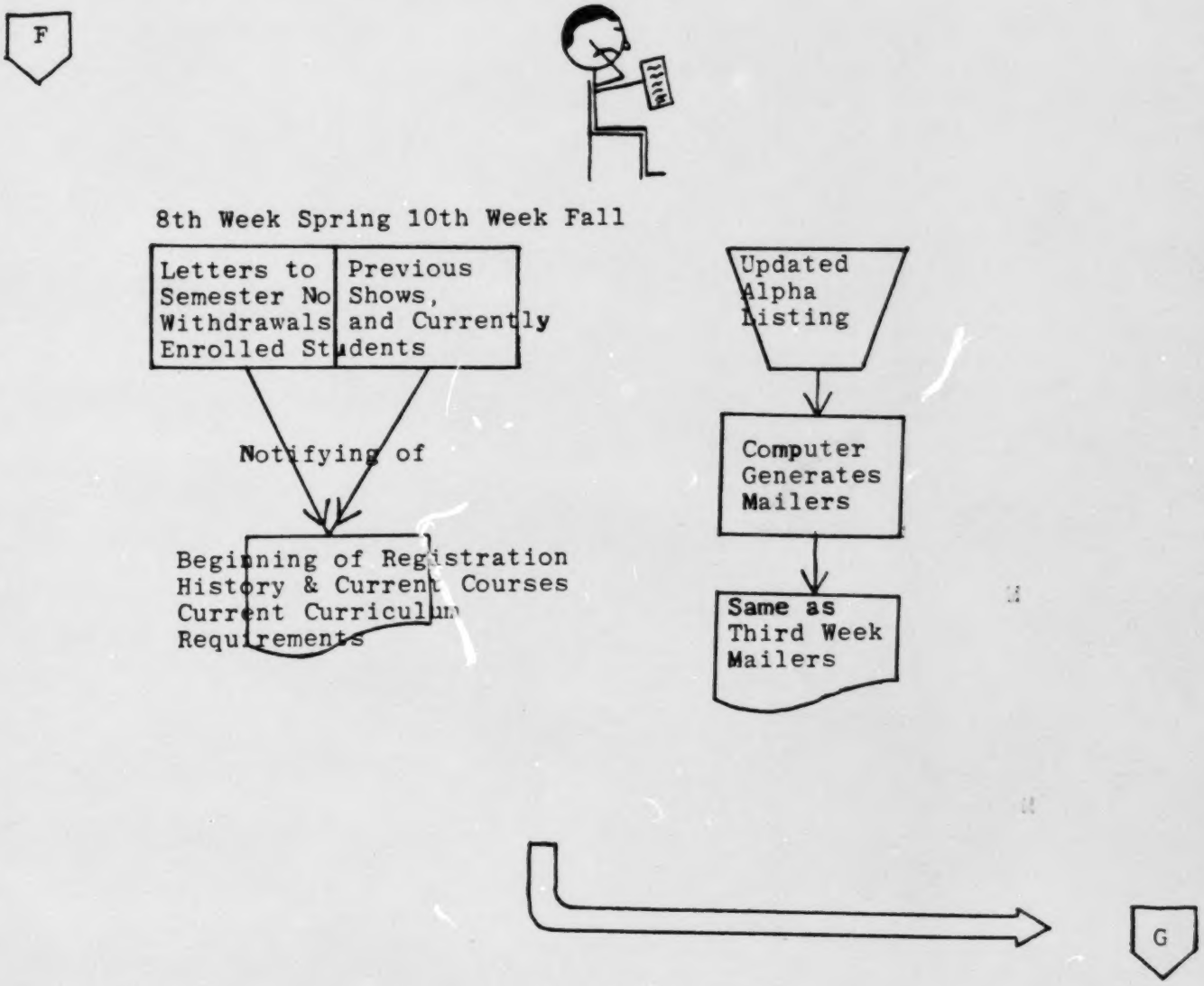




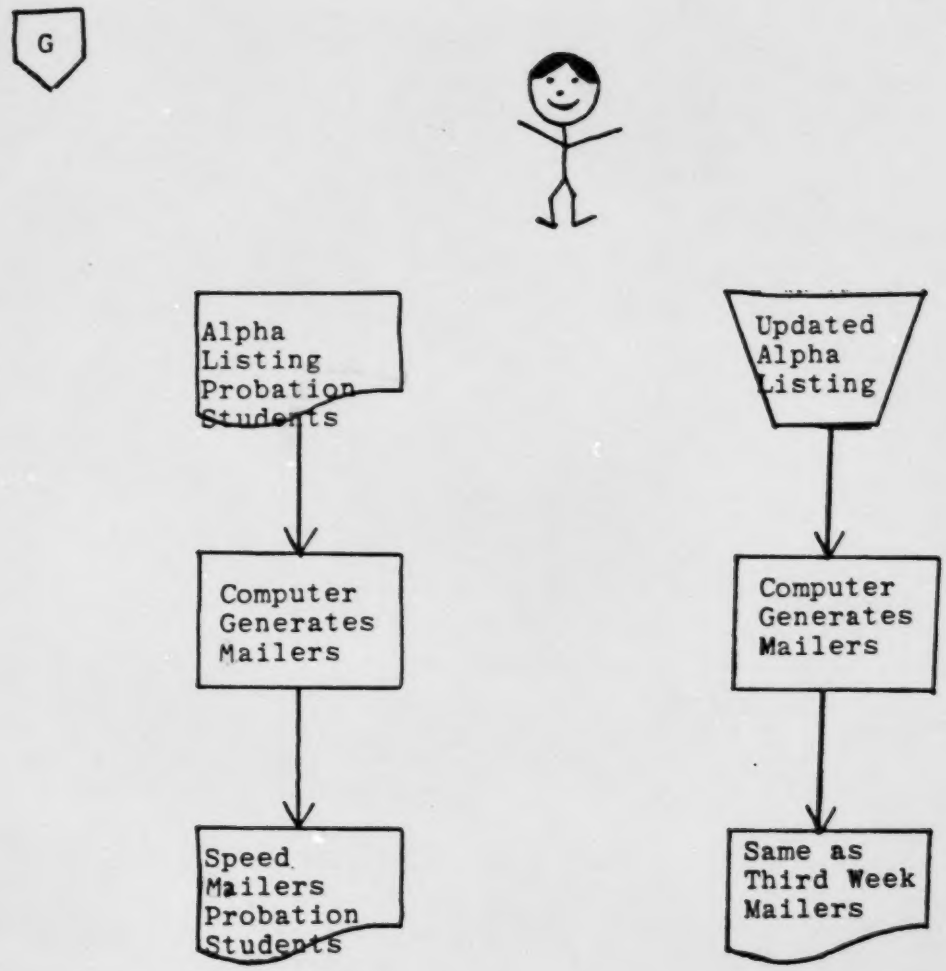
MODULE 5
Third Week Module



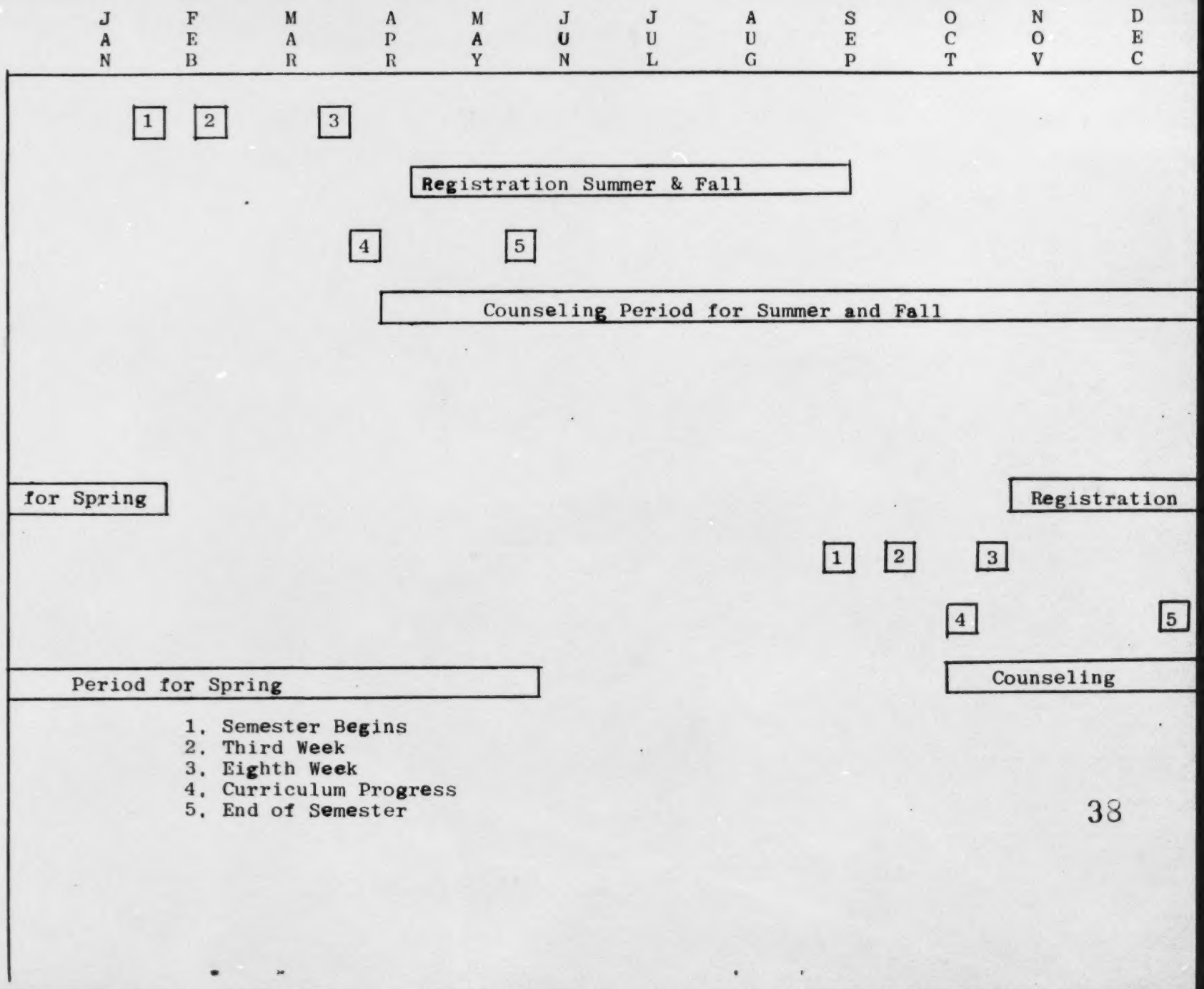
MODULE 6
8 - 10 Week Module



MODULE 7
End of Semester Module

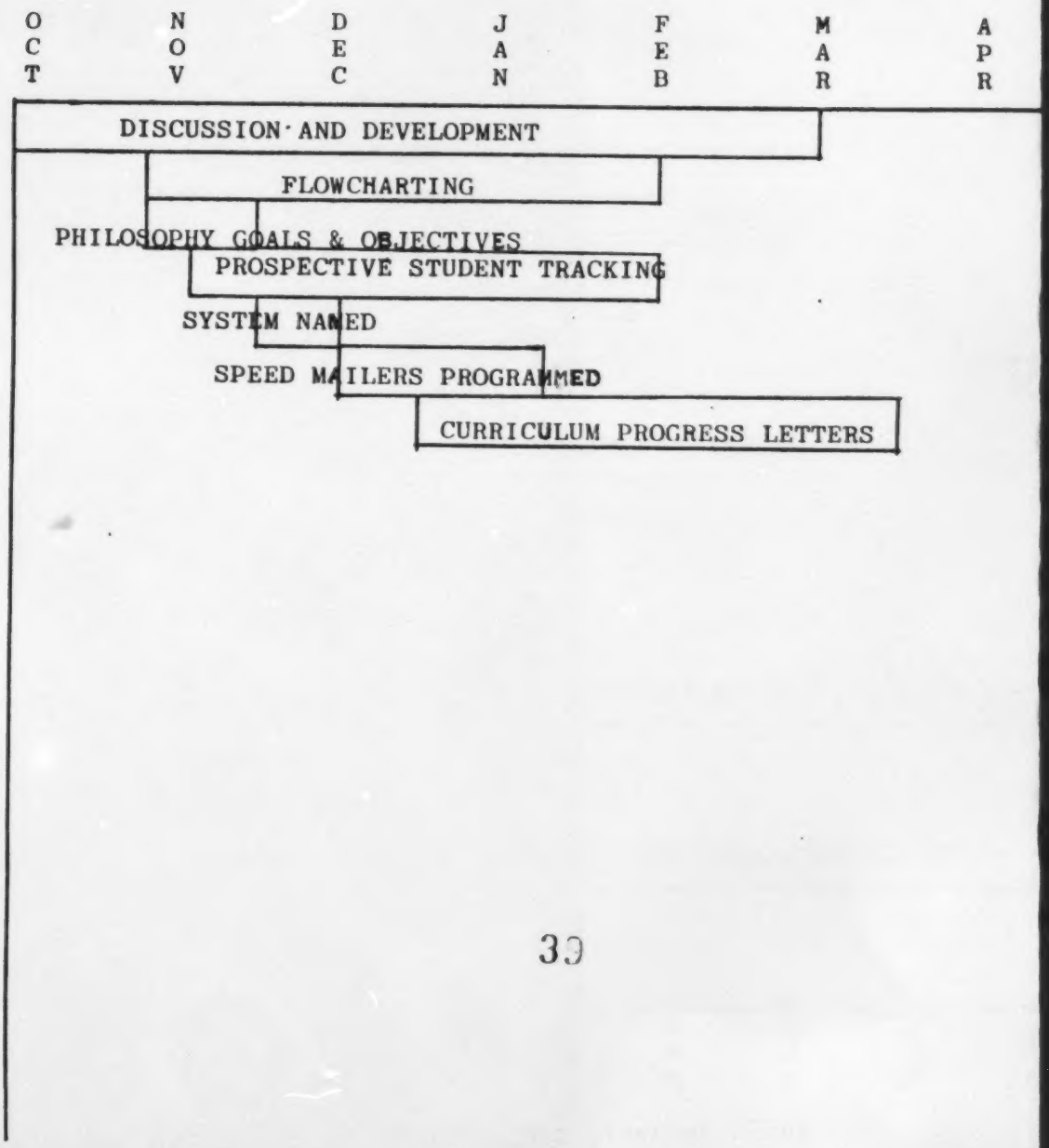


PROCESS TIMELINE START



1. Semester Begins
2. Third Week
3. Eighth Week
4. Curriculum Progress
5. End of Semester

DEVELOPMENT TIMELINE START



* Student Information System (SIS)

Subsystems:

* Admissions, Registration and Records for Credit Courses
* Registration and Records for Non-Credit Courses (CRISP)
* Career Counseling System

SYSTEMS
OVERVIEW
STUDENT INFORMATION SYSTEM

General description of various parts and phases of the Student Information System. Definition of terms:

Data Bank - A data bank is a set of data bases and or related files used as an Administrative Information System.

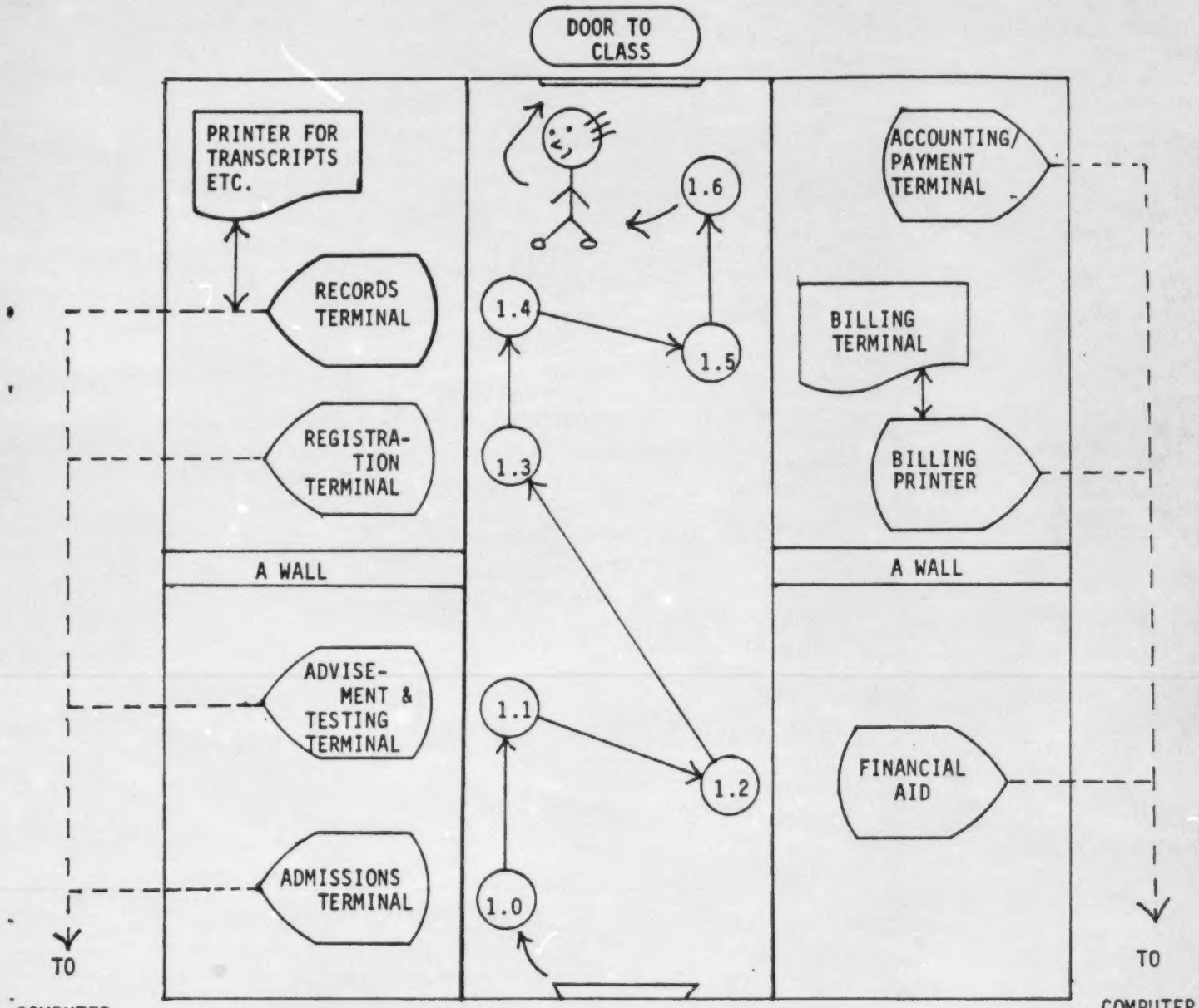
Student Data Base - The data base is a collection of all computer based files used routinely in the operation of the Student Information System of the College.

Module - A module is a set of on-line and batch computer programs designed to perform specific functions.

The following are the Student Information System modules:

I. Admission Module
II. Testing Module
III. Records Module - maintenance on student records
IV. Human Development Module - advisement, etc.
V. Student Financial Aid Module - College, State, & Federal funding programs.
VI. Course Master Module - grades
VII. Registration Module
VIII. Student Billing Module
IX. Student Account Module
X. Student Activities Module
XI. Transcript Module

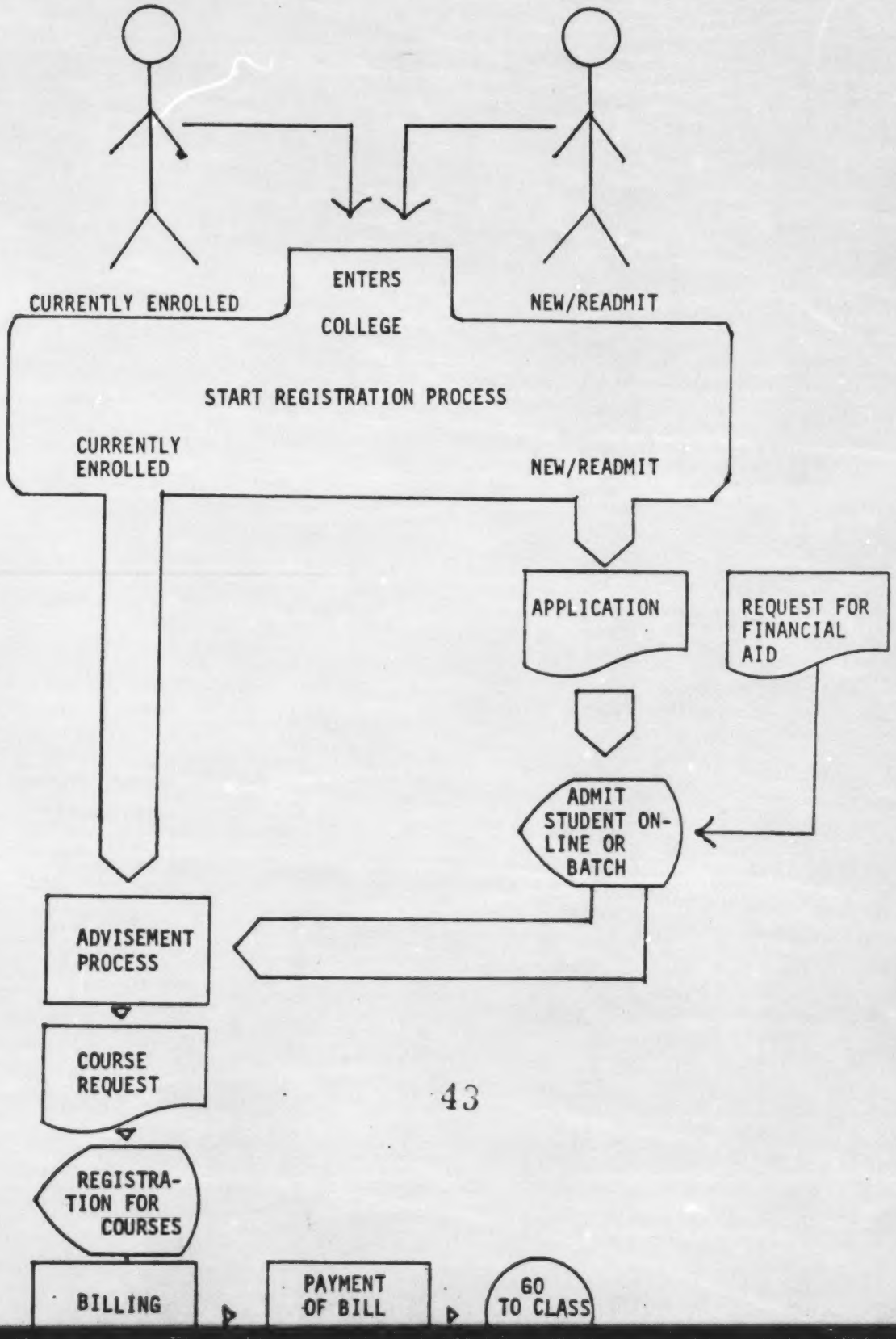
PHYSICAL LAYOUT OF AN ON-LINE REGISTRATION SYSTEM



1.0 - ADMISSIONS
1.1 - ADVISEMENT/TESTING
1.2 - FINANCIAL AID
1.3 - REGISTRATION
1.4 - RECORD CHANGE ETC.
1.5 - BILLING
1.6 - PAYMENT OF BILL

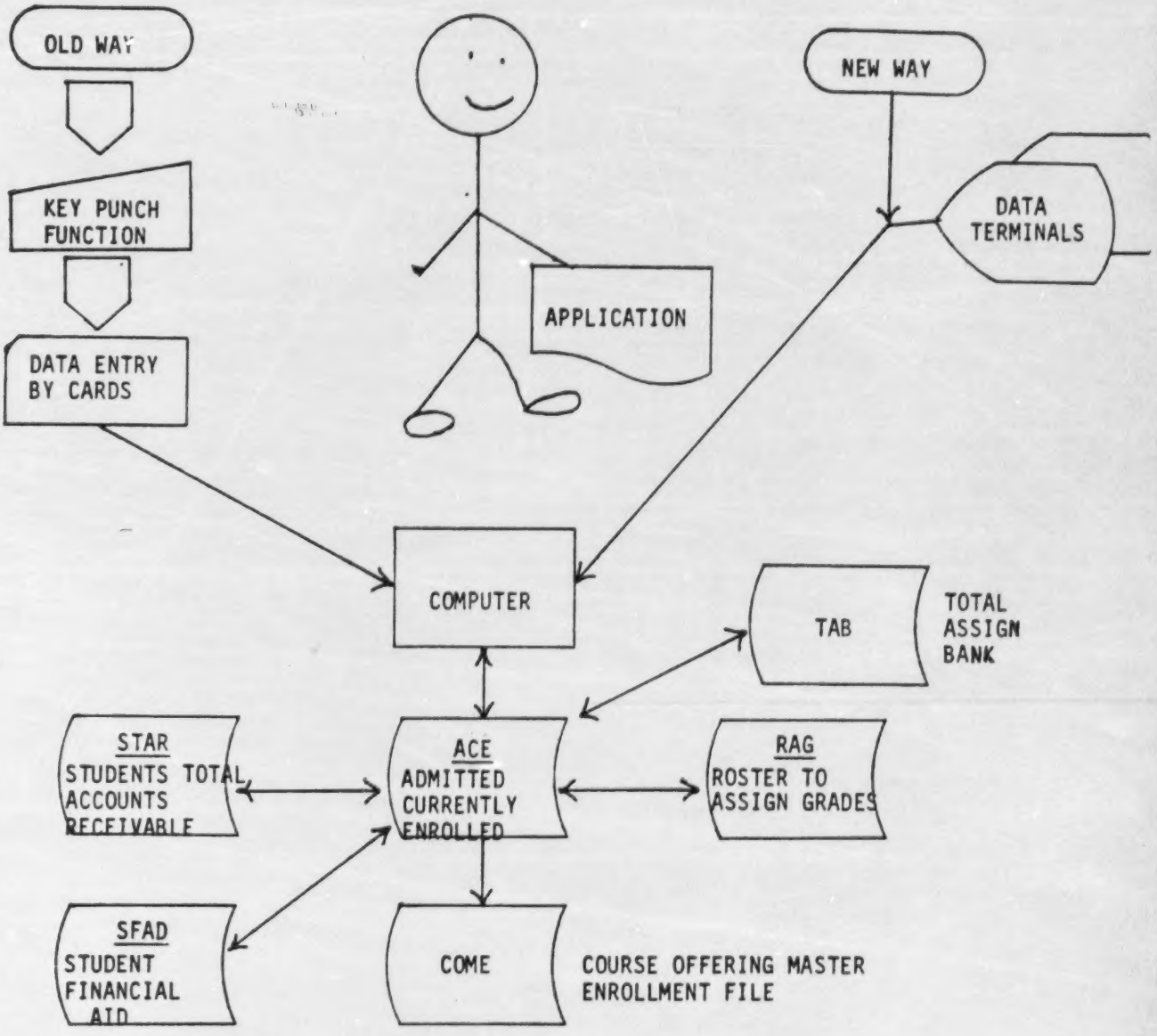
STUDENT FLOW THROUGH THE

REGISTRATION SYSTEM

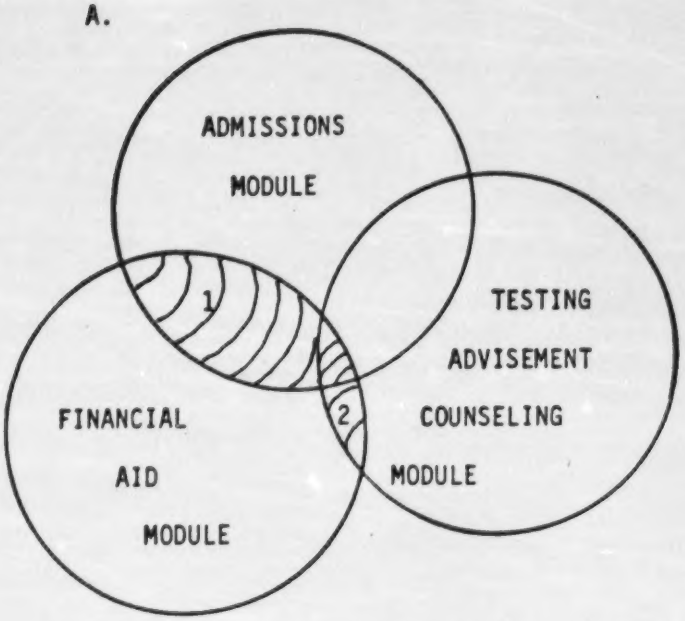


STUDENT INFORMATION 10d

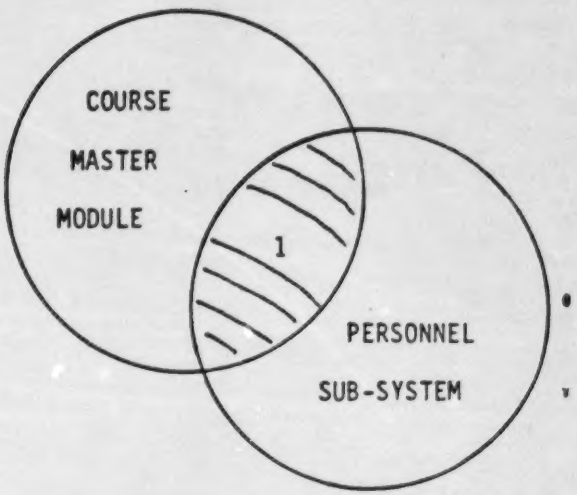
DATA BASE



A.



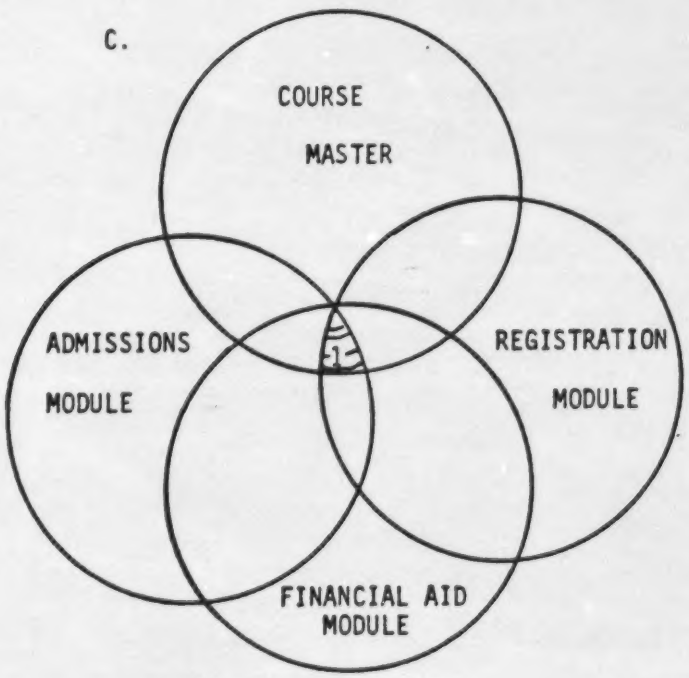
B.



COURSE ASSIGNMENTS
FOR FACULTY

1. ADMISSIONS SHARE DATA WITH FINANCIAL AID
2. ADMISSIONS/FINANCIAL AID SHARE DATA WITH ADVISEMENT

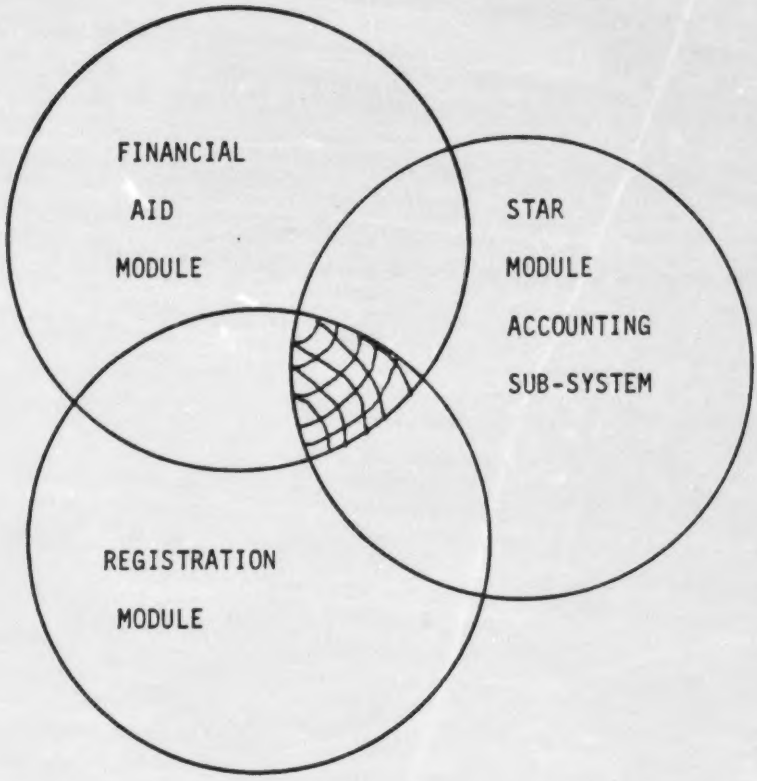
C.



1. INDIVIDUAL STUDENT SCHEDULE OF COURSES, STUDENT TUITION - FEES - FINANCIAL AID - ETC.

STUDENT INFORMATION SYSTEM

SUB-SYSTEM FOR CREDIT COURSES



STUDENT FINANCIAL RECORD - A FINANCIAL ACCOUNT FOR EACH STUDENT, FILE TO BE SUPPORTED BY ACCOUNTING

ACCOUNTING SUB-SYSTEM - STUDENT TOTAL ACCOUNT RECEIVABLE IS TO HAVE ALL FINANCIAL INFORMATION CONCERNING THE STUDENT: CASH PAID, FINANCIAL AID, ETC.

PRINCE GEORGE'S COMMUNITY COLLEGE
STUDENT AFFAIRS

Human Development

March 21, 1983

Dear Student:

The following is important information to help you plan your studies at PGCC for Summer Sessions I and II and Fall 1983. On the next sheet are three summaries: courses required in your curriculum; courses you have taken at PGCC; and, remaining courses for you to complete the requirements. If you use the services provided, we can help you reach your degree goal.

The Counseling Center Staff can help you in the following ways:

1. Plan your course schedule. All you need to do is:

   Call for an appointment - 322-0151 (Health Tech - 322-0838
   or
   Come in to Marlboro 2102 anytime from 8 a.m. to 9 p.m.
   Monday - Friday

   Registration begins APRIL 11, 1983. Come in anytime that is convenient to you. (Beat the crowd. Don't wait.)

2. Make a change.
   If you want to change - your career goal
   - your curriculum
   -your transfer plan.....you need to talk with us. The information in the summaries may not be what you need.

3. Be a careful planner. Please note:
   (CAUTION: The courses required for an Associate in Arts Degree or Certificate Program are normally dictated by the curriculum requirements in effect at the time a student enters. The listing below which shows the courses needed to complete your degree requirements are taken from the latest college catalog. If you entered in the curriculum listed above at a time when a previous catalog was in effect, subsequent changes in degree requirements may affect the accuracy of the courses listed below. If you are not sure whether the following courses accurately reflect your remaining curriculum requirements, please visit the counseling office for clarification. If you are planning to transfer, please ask a counselor to help you check the requirements of the college or university which you are planning to attend.)

Remember, we are here to help you make a success of your experience at PGCC.

CALL 322-0151 (Health Tech - 322-0838

Sincerely,

Henry F. Busky

Dr. Henry F. Busky
Associate Dean of
Human Development

47

301 Largo Road, Largo, Maryland 20772 (301) 322—0151

PRINCE GEORGE'S COMMUNITY COLLEGE
CURRICULUM PROGRESS
REPORT

IN ALL CASES XXX 000 SIGNIFIES ANY COURSE IN THE CATALOGUE. FURTHERMORE, A DESIGNATION SUCH AS OPR 000 SIGNIGIES ANY COURSE IN DATA PROCESSING, HST OOO SIGNIFIES ANY HISTORY COURSE, ETC.

SUMMARY I - OUR RECORDS SHOW THAT YOU HAVE SUCCESSFULLY COMPLETED THE FOLLOWING COURSES:

SEC 158	02	BUS 104	03	BUS 263	03
BUS 203	03	DPR 151	03		

SUMMARY II - OUR RECORDS SHOW THAT YOU ARE CURRENTLY ENROLLED IN THE FOLLOWING COURSES:

BUS 105	03	BUS 202	03

SUMMARY III - PROVIDING YOU SUCCESSFULLY COMPLETE THE COURSES LISTED IN SUMMARY II, YOU WILL NEED TO COMPLETE THE FOLLOWING ADDITIONAL COURSES TO SATISFY THE REQUIREMENTS FOR YOUR PRESENT CURRICULUM WHICH IS LISTED AS: ACCOUNTING

EGL 132	03	MAT 151	03	MAT 152	03
DPR 150	03	PED 100	01	PED 100	01
BUS 101	03	BUS 103	03	BUS 201	03
BUS 000	03	XXX OOO	03	XXX OOO	03

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

EGL 101	03	EGL 131	03

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

ECN 100	03	ECN 103	03	POS 101	03
POS 102	03				

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

SPH 101	03	SPH 161	03

YOU WILL ALSO NEED 2 OF THE FOLLOWING:

BUS 106	03	BUS 107	03	BUS 160	03
BUS 161	03	BUS 251	03	BUS 261	03
BUS 285	03	BUS 286	03	BUS 287	03
BUS 288	03	BUS 289	03	BUS 290	03
SEC 157	03	SEC 164	03		

SINCERELY,

DR. HENRY F. BUSKY
ASSOCIATE DEAN OF
HUMAN DEVELOPMENT

PRINCE GEORGE'S COMMUNITY COLLEGE
CURRICULUM PROGRESS
REPORT

IN ALL CASES XXX OOO SIGNIFIES ANY COURSE IN THE CATALOGUE. FURTHERMORE, A DESIGNATION SUCH AS DPR OOO SIGNIFIES ANY COURSE IN DATA PROCESSING, HST OOO SIGNIFIES ANY HISTORY COURSE, ETC.

SUMMARY I - OUR RECORDS SHOW THAT YOU HAVE SUCCESSFULLY COMPLETED THE FOLLOWING COURSES:

MAT 201	03	PED 100	01	EGR 102	03
MAT 202	04	MAT 206	04	PED 100	01
DPR 150	03				

SUMMARY II - OUR RECORDS SHOW THAT YOU ARE CURRENTLY ENROLLED IN THE FOLLOWING COURSES:

SUMMARY III - PROVIDING YOU SUCCESSFULLY COMPLETE THE COURSES LISTED IN SUMMARY II, YOU WILL NEED TO COMPLETE THE FOLLOWING ADDITIONAL COURSES TO SATISFY THE REQUIREMENTS FOR YOUR PRESENT CURRICULUM WHICH IS LISTED AS: ELECTRONIC TECHNOLOGY

MAT 161	03	MAT 162	03	MAT 261	03
PHY 153	04	PHY 154	04	SPH 161	03
DPR 165	03	ENT 151	02	ENT 155	02
ENT 171	04	ENT 175	04	ENT 176	02
ENT 256	02	ENT 271	04	ENT 273	04
ENT 274	04	ENT 275	04	ENT 276	03
ENT 278	03				

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

EGL 101	03	EGL 131	03

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

EGL 102	03	EGL 134	03

YOU WILL ALSO NEED 1 OF THE FOLLOWING:

SOS 100	03	SOC 101	01	PSY 101	03
ANT 103	03				

SINCERELY,

DR. HENRY F. BUSKY
ASSOCIATE DEAN OF
HUMAN DEVELOPMENT

PRINCE GEORGE'S COMMUNITY COLLEGE
USAGE REPORT FOR HUMAN DEVELOPMENT
COUNSELOR-ADVISOR

RUNDATE: 01/29/83
REPORTING PERIOD: DEC 83

STUDENT CONTACTS	NUMBER	AVERAGE AGE	RACE WHITE	RACE BLACK	RACE HISP	MARITAL STATUS M	MARITAL STATUS S	SEX M	SEX F	FULL-TIME F	PART-TIME P	DAY/EVENINGS D	DAY/EVENINGS E	DAY/EVENINGS S	LARGO/EXTENSION L	LARGO/EXTENSION E
			ASIAN	AM IN	OTHER											
EDUCATIONAL	232	25	92	87	5	52	152	102	102	69	135	133	31	40	187	17
			20	0	0											
ADVISEMENT	2878	26	1180	1171	82	726	1911	1257	1380	817	1820	1563	600	474	2248	389
			198	6	0											
TRANSFER	350	24	185	121	6	61	265	164	162	165	161	242	44	40	296	30
			11	3	0											
PERSONAL	49	27	28	12	2	14	29	21	22	15	28	23	15	5	30	13
			0	1	0											
WITHDRAWAL	155	27	76	57	5	47	103	55	95	5	145	9	6	135	147	3
			10	2	0											
CURRICULUM CHANGE	65	25	27	27	2	13	51	30	34	24	40	44	14	6	53	11
			8	0	0											
PRE-ADMISSION	221	29	83	83	0	76	99	77	98	15	160	56	66	53	122	53
			7	2	0											
PROBATION	249	23	82	150	4	23	218	120	121	80	161	167	29	45	228	13
			5	0	0											

INTAKE	3433
APPOINTMENT	249
DISABLED	71
GROUP	490
INTERNATIONAL	503
NON-STUDENTS	359

50

51

12.

Welcome to Prince George's Community College Career and Human Development Center. To assist us in helping you, please complete this form.

NAME _____
Last /1-16/ First /17-27/ Middle

SO.SEC.NO. _____ DATE _____
/28-36/ /37-42/

For Office Use Only

1 C/D SERVICES /43/

01 ___Career Library
02 ___GIS/Computer
03 ___Career Info Asst
04 ___C/D Advisement Tele
05 ___Career Guidance Appt
06 ___Job Counseling Appt
07 ___Career Orientation Workshop
08 ___Special Program 11-17
09 ___Job Service 21-24

2 H/D SERVICES /43/

01 ___Educational
02 ___Advisement
03 ___Transfer
04 ___Personal
05 ___Withdrawal
06 ___Curriculum Change
07 ___Pre-Admission
08 ___Probation

3 PSYCHOLOGIST /43/

01 ___ 07 ___
02 ___ 08 ___
03 ___ 09 ___
04 ___ 10 ___
05 ___ 11 ___
06 ___

4 TESTING /43/

01 ___ 05 ___
02 ___ 06 ___
03 ___ 07 ___
04 ___ 08 ___

/44-45/ Any box checked enter as 2 digits.

Seen by _____
/51-53/

1 Intake _____ /46/
2 Appointment _____ /47/
3 Disabled _____ /48/
4 Group _____ /49/
5 International _____ /50/

CSC FORM # 167
9/81

PRINCE GEORGE'S COMMUNITY COLLEGE
STUDENT AFFAIRS

Human Development

March 4, 1983

TO: PGCC Extension Center Students

FROM: Dr. Henry F. Busky
Associate Dean of Human Development

SUBJECT: Placement Testing for Course Prerequisites

In the Fall, 1983 semester, students who register for any of the following courses will not be permitted to remain in class unless the Comparative Guidance & Placement (CGP) test score prerequisites have been met:

EGL 101	MAT 103	MAT 117	DPR 153
EGL 131	MAT 105	MAT 151	
EGL 107 (Honors)	MAT 106	MAT 161	
	MAT 107	MAT 201	
	MAT 109		
	MAT 110		

If you plan to register for any of the above courses and you have not yet taken the CGP Test, please make arrangements to take the test as soon as possible. If you have already taken the CGP Test, you may wish to check with a counselor/advisor to see if your test scores meet the course prerequisites as posted in the college catalog.

Unlike past semesters, the CGP Test will be offered at all of PGCC's Extension Centers, except for the Census Bureau. You should check with the extension center counselors or coordinators for a schedule of upcoming tests. CGP Tests at the Largo Campus will continue to be offered frequently and at convenient times (call 322-0151 for Largo Campus testing).

If you have any questions regarding this information, please call the Testing Office at Prince George's Community College (322-0652) or the Extension Centers and Special Programs Office (322-0783).

301 Largo Road, Largo, Maryland 20870 (301) 322-0831

PRINCE GEORGE'S COMMUNITY COLLEGE
SURRATTSVILLE DEGREE CENTER NEWSLETTER

THE SURRATTSVILLE NIGHT OWL

SPECIAL ISSUE

CGP Test Offered At The Surrattsville Degree Center

March 28 (Monday)	Time: 6:30 - 8:30 PM
March 29 (Tuesday)	Time: 6:30 - 8:30 PM
March 30 (Wednesday)	Time: 6:30 - 8:30 PM

All extension center students who have not yet taken an English or math course are required to take the Comparative Guidance and Placement Test (CGP). Those students who have not taken the CGP Test will not be able to register for certain classes in future semesters. The CGP simply measures your reading, composition, and math abilities and helps us place you in appropriate level classes.

If you wish to sign up to take the CGP, see Sandy Feralio or Caril Price in the front office. If these dates conflict with your schedule, you may register to take the test at the main campus at another time. Call the testing office at 322-0150 to register.

For further information, call the Surrattsville Degree Center at 868-2169 or the Extension Centers & Special Programs Office at 322-0783.

CGP ORIENTATION GROUPS
July, 1982

In an effort to more adequately advise students concerning college procedures, the meaning and use of CGP test scores, and the scheduling process, guidelines for Orientation Groups have been established by the Human Development Staff.

A counselor has the primary responsibility for greeting and directing students to the group meeting room and handing out the test scores. For this reason the counselor should be available thirty minutes (30) before the group is scheduled to begin. When the students arrive they sign in on the chalkboard (this determines the order in which they will be seen individually after the group portion of the CGP session).

The advisor assigned to the group is to be on hand at the time the group is scheduled to begin, in order to greet those who arrive late.

The counselor handles three phases of the session - the Introductions, the presentation of College information and procedures and the meaning and use of the test scores. The advisor presents pertinent information on registration procedures.

GUIDELINES FOR ORIENTATION GROUPS

I. INTRODUCTION

A. Welcome the students

B. Introduce the Staff Presenting

1) Counselor
2) Advisor

C. Briefly outline the order of the program

D. Complete forms

II. COLLEGE INFORMATION

A. Indicate the packet contains important information which should be studied before classes begin.

B. Emphasize the bookmark which contains names, office locations, and phone numbers of all members of the Student Affairs Division.

C. Catalog* - The following topics should be covered briefly. It is helpful to ask the students to use the Catalog and turn the pages with the counselor.

1) Calendar of academic year - pg. 4 and 5. Point out when classes begin, vacation period and last day to drop with an automatic "W".

2) Tuition and Fees - pg. 17. Cover the tuition per credit hour as well as registration fees, student activity and student center fees. On pg. 18 the laboratory fees are listed.

3) Grading System - pg. 26 and 27. Point out that this section of the catalog illustrates how to convert letter grades to numbers to figure one's GPA or academic standing.

4) Academic Standards - Minimum standards are set forth on pg. 27.

5) Withdrawal procedures - pg. 29. Indicate the paragraph which describes the withdrawal procedures.

6) Course Descriptions - pg. 75 to 106. Describe the uniform system of letters and numbers which indicate the credit courses. Also, indicate that this section contains a brief description of all the credit courses. In addition, it lists prerequisites and laboratory fees.

7) Curricula - pg. 38-75. Describe both the curricula designed to transfer and those designed for job skills.

8) Glossary of terms - pg. 120. Ask the students to read these before classes begin and refer to them from time to time as the need arises.

III. TEST INTERPRETATION

A. General

1) The test is important because it:

   a. helps to start you off at the right level for success.
   b. helps us place you in the appropriate courses.

2) The scores are an estimate not an exact measure.

B. Sub-Tests

1) Reading - measures basic reading ability and understanding of words, vocabulary, main ideas, important details. Cut-off for successful level of reading at PGCC is 46.

2) Sentences - score reflects your ability to use standard written English. To successfully do the beginning credit courses in English, 46 is required.

3) Mathematics - you took one of three tests depending on your math background. Each test has two parts:

C - computation and applied arithmetic

D - computation and elementary algebra

E - elementary algebra and intermediate algebra

You have three sets of scores with the first being the average of parts 1 and 2. Whether you will require developmental work in math will depend on which credit math course your curriculum dictates.

C. Developmental Studies Program

1) Community college students come from diverse backgrounds (education, age, culture).

2) The College provides skill-building courses in reading, composition, mathematics.

3) These courses assist students in moving to a level which would allow successful completion of credit work requiring these skills.

4) A developmental course is considered equivalent to three semester hours in your course load and for tuition purposes although it is not credit toward graduation because of its pre-college level nature.

IV. REGISTRATION PROCEDURES

A. General Information

1) Table of contents (pg. 3)

2) Study the options - Different ways to take courses; Largo Campus day, evening, Extension and Degree Centers, telecredit (T.V., Ch. 22), courses by newspaper (Prince George's

Sentinel), weekend college (weekender course, 3-4 weekends, regular Saturday courses, 16 weeks), Summer Sessions (2 five week sessions), Community Services - non-credit (pg. 3).

3) Bill payment schedule (pg. 4).

4) Refund policy (pg. 4).

5) Briefly point out course offerings of Degree and Extension Centers.

6) Point out the beginning of course offerings - mention they are in alphabetical order.

7) Point out building abbreviations and course section numbers. ex. 001-189 day Largo, 600-689 evening Largo, 900 - Degree and Extension Centers (pg. 7).

B. Scheduling Mechanics

1) Show student what the student schedule looks like.

2. Point out the information needed to fill out the schedule, course number, section number, reference number, credits, day and time, and room number.

3) Demonstrate on the board how to fill out form using EGL 101, DVM or DVR or DVE, BIO 101, and PSY 101 (PSI) as examples.

4) Ask for questions.

C. Processing of Forms

1) Tell student they need to take the completed student schedule, Student Affairs Survey and Health Survey to the Records Office, Bladen Hall, Room 150 between the hours of 9 a.m. & 7 p.m.

2) Hand in forms and student schedule will be processed if everything is O.K. - you will receive the yellow copy of student schedule - bill will be printed across the hall at cashiers' window with due date on the bottom of the bill. Pick up bill and pay by the due date. You are now registered. If student does not pay by the date on the bottom of the bill, the student will be dropped from the class roster and will need to re-register. If a section is filled, the students must choose another section.

3) Tell student what to do if a class is cancelled.

4) Briefly summarize the steps for registration.

5) Ask for questions.

6) Tell students the counselors and advisors will see each one individually as soon as possible. They will be seen in the order that they signed their name on the board.

List of Computerized Student Mailings

Mailing 1	Probation	December or May
2	Took CGP and Not Counseled	3rd Week of Classes
3	Registered and Did Not Take CGP	3rd Week of Classes
4	Probation Follow-up	3rd Week of Classes
5	Counseling Follow-up	8th Week of Classes
6	Testing Follow-up	8th Week of Classes
7	Probation Follow-up	8th Week of Classes
8	Advisement and Registration Letter	8th Week of Classes
9	Counseling Follow-up	14th Week of Classes
10	Testing Follow-up	14th Week of Classes
11	Probation Follow-up	14th Week of Classes
12	New Probation Letter	December or May

1. Mailing #1

2. Original Probation Letter

3. End of Semester

4. Number - 1,067

5. Type of Mailer - Speed Mailer by Bulk Mail and zip code.

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $40.00 for the mailers
   1,067 x .052 = $55.48
   Total Cost = $95.48

(Cost of Mailer - $40.00 per 1,000 in an order of 50,000)

---

1. Mailing #2

2. Took CGP and not counseled

3. 3rd Week

4. Number - 240

5. Type of Mailer - Speed Mailer by Bulk Mail and zip code.

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $10.00 for the mailers
   240 x .052 = $12.48
   Total Cost = $22.48

---

1. Mailing #3

2. Registered but did not take CGP Test

3. 3rd Week

4. Number - 410

5. Type of Mailer - Speed Mailer by Bulk Mail & zip code

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $16.00 for the mailers
   410 x .052 = $21.32
   Total Cost = $37.32

1. Mailing #4

2. Probation Follow-up

3. 3rd Week

4. Number - 818

5. Type of Mailer - Speed Mailer by Bulk Mail and zip code.

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $32.00 for the mailers
   818 x .052 = $42.53
   Total Cost = $74.53

---

1. Mailing #5

2. Took CGP and not counseled follow-up

3. 8th Week

4. Number - 229

5. Type of Mailer - Speed Mailer by Bulk Mail and zip code.

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $9.00 for the mailers
   229 x .052 = $11.90
   Total Cost = $20.90

---

1. Mailing #6

2. Registered but did not take CGP Test Follow-up

3. 8th Week

4. Number - 395

5. Type of Mailer - Speed Mailer by Bulk Mail & zip code

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $16.00 for the mailers
   395 x .052 = $20.54
   Total Cost = #36.54

1. Mailing #7
2. Probation Follow-up
3. 8th Week
4. Number - 752
5. Type of Mailer - Speed Mailer by Bulk Mail & zip code
6. Cost of Mailing - 5.2 per mailer
7. Cost of Mailer - $30.00 for the mailers
   752 x .052 = $39.10
   Total Cost = $69.10

---

1. Special Mailing
2. Letter to Degree Centers on Taking CGP Test
3. 7th Week
4. Number - 2,796
5. Type of Mailer - Regular Envelopes
6. Cost of Mailing - 5.2 per mailer
7. Cost of Mailer - Regular Envelopes = 28.56
   2,796 x .052 =145.39
   Printing = 15.81
   Total Cost =189.76

---

1. Mailing #8
2. Advisement/Registration Letter
3. 8th Week
4. Number 16,407
5. Type of Mailer -
   Printing - Bob Jones - $90.00
   Window Envelopes $7.13 per 500
   Technical Students - 8,789
   18 boxes x $7.13 = $128.34
   Regular Envelopes - $4.76 x 500
   Arts & Sciences Students = 7,618
   16 boxes x $4.76 - $76.16

Technical Letters = 8,785

A. $3.00 per 1,000 to fold each piece of paper
   $3.00 x 9,000 (Transcript) = $27.00
   $3.00 x 9,000 (Advisement letter) = $27.00
B. $12.00 per 1,000 to insert into envelopes
   $12.00 x 9,000 (Transcript-Advisement Letter) $108.00
C. $25.00 to set up job.
D. Postage - 5.2 per letter
   8,789 x .052 = $446.82
E. Total Cost - $643.82

Arts and Sciences Letters - 7,618

A. $3.00 per 1,000 to fold each piece of paper
   $3.00 x 8,000 = $24.00
B. $12.00 per 1,000 to insert into envelopes
   $12.00 x 8,000 = $96.00
C. $11.00 per 1,000 to paste on labels
   $11.00 x 8,000 = $88.00
D. $25.00 to set up job
E. Postage 5.2 per letter
   7,618 x .052 = $396.14
F. Total Cost = $629.14

Total cost for both letters $1,567.46

1. Mailing #9

2. Took CGP and not counseled follow-up

3. 14th Week

4. Number - 82

5. Type of Mailer - Speed Mailer by Bulk Mail and zip code.

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $3.00 for the mailer
   82 x .052 = $4.26
   Total Cost = $7.26

---

1. Mailing #10

2. Registered but did not take CGP Test follow-up

3. 14th Week

4. Number 356

5. Type of Mailing - Speed Mailer by Bulk Mail and zip code

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer $14.00 for the mailers
   356 x .052 = $18.51
   Total Cost = $32.51

---

1. Mailing #11

2. Probation Follow-up

3. 14th Week

4. Number = 635

5. Type of Mailer - Speed Mailer by Bulk Mail & aip code

6. Cost of Mailing - 5.2 per mailer

7. Cost of Mailer - $25.00 for the mailers
   635 x .052 = $33.02
   Total Cost = $58.02

SUMMARY

Dr. Ernest R. Leach, Dean of Student Affairs at Prince George's Community College, made the following observation in a paper presented to the American Association of University Administrators:

> "The development of Integrated Data Management Systems for Student Affairs programs may be a prerequisite for survival in the 1980's. The double bind of limited resources and the demand for more services by an increasingly diverse student population will require more efficient systems for the management and transmission of information."

START is an attempt to accomplish a significant improvement in the delivery of student services in a fashion which will conserve resources and maximize efficiency.

It promises to aid significantly the Human Development Office's primary objective of keeping students regularly informed of their academic progress. By maintaining an electronic network linking and accessing essential Student Affairs' files, START's programming will provide an automated outreach system which hopefully will move students towards closer reliance on mainstream counseling services. In addition, START will substantially lessen the administrative effort ordinarily required in coordinating the tracking approach. Instead of investing staff time to sort, purge, collate and seal, START will manage automatically the trafficking of information with the ease and efficiency that only the computer can provide.

The preceding pages have attempted to provide an outline of the administrative steps which were taken to develop the START system.

They are not intended to be presented as the only formula for success since user criteria and requirements will differ depending on Department size, resources and mission. A close examination of these steps, however, may help interested educators cope more effectively with the inevitablity of encroaching automation, and with the onrushing era of restricted resources.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
DEC 9 1983